



TEXAS TECH UNIVERSITY
Office of the Provost™

Distance and Online Faculty Survey

September 2013

Survey conducted by
The Provost's Special Committee on Distance Learning

Distance Education Survey Subcommittee:

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Significant Responses

Eighty five percent of the respondents would teach or consider teaching online. Only 30% of faculty was 'very satisfied' with online courses. Open ended questions indicate that Faculty did not believe online teaching could benefit them either in promotion or tenure opportunities or with regard to publications. Comments were made regarding merit increase/compensation and workload calculation. Additionally, 44% of the respondents neither agreed nor disagreed about support from tenured faculty. In this regard, **clear institutional policies should be formulated regarding merit calculation and/or incentive for teaching online.**

45% of the respondents indicated that they will teach with a technology mentor as opposed to 30% who would teach with a pedagogy mentor. Technology was also an important point in the open ended questions. Failure of technology leads to poor student evaluations; on campus students get better support than off campus students, etc. **It seems that a larger IT group, one that is available during class sessions for new courses should be considered. Additionally, training in all aspects (not just blackboard) should be implemented.**

Although not asked specifically, there were comments about legal aspects of online teaching. Who owns the rights to online materials, how are plagiarism considered in online courses etc. Additionally, disciplinary distinctions were also commented on. To address these, **clear guidelines regarding legal/ethical issues have to be formulated that takes into account disciplinary and pedagogical distinctions.**

The findings:

- 332 faculty participated in the survey. Among them 54% did not teach online, and 46% did.
- 85% of the responding population indicated that they would consider teaching an online course if they had not taught one before. This has positive implications for increasing the number of online courses and degrees at TTU.
- 52% of the faculty members who responded were not tenured.
- 53% or the responding population who has taught online classes have been teaching them for more than three years.
- The population was bimodal with regard to number of online classes taught. 44% have taught fewer than three courses, while 40% of the responding population have taught more than six courses.
- 63% of the responding population is moderately or very satisfied with their online teaching experience.
- Like the students, 69% of the responding population indicated that the major benefit of teaching online is the flexibility that it affords with regard to scheduling.
- Perhaps a little surprising, especially in light the of response to a similar question posed to students regard level of faculty interaction, 80% of the

- faculty indicated that the major benefit to teaching online was better access to their students.
- 25% of the responding population indicated that the major factor that encouraged them to teach online was student interest or demand.
 - The largest cited reason (23%) for not teaching online was that the faculty members preferred face-to-face pedagogical modalities.
 - Like the students, 40% of the faculty cited greater access to the course in terms of time and space as the principal reason that online instruction can enhance one's pedagogy.
 - Faculty did not believe that online teaching could benefit them either in promotion or tenure opportunities nor with regard to publishing. No attempt was made to correlate responses with whether or not the responding faculty members were tenured or not, although it should be noted that the majority of the respondents (52%) were not tenured.
 - 70% of the faculty responding population has used Blackboard.
 - 62% of the responding population indicated that their department chair was supportive of their efforts to teaching online, although less than 30% believe that their chair has a working knowledge of online pedagogy.
 - 85% of the responding population said that they believe that the tenured faculty members in their department were either supportive or neutral with regard to their support of online teaching.
 - 84% of the faculty who responded indicated that they would consider teaching a hybrid course. They supports the notion that the students themselves do not want a completely online education.
 - 56% of the responding population did not believe that they needed pedagogical help in teaching an online course. This question was somewhat ambiguous, as "pedagogical help" was not defined.
 - 45% of the responding population indicated that they would teach online if they had some kind of technological mentor or support. This perhaps speaks to the notion that faculty members would prefer some help in the development of appropriate online modalities, and would not like to learn the online modality entirely on their own.

Respondent Highlights and Survey Instrument

A 28-question survey was sent out to faculty during the first two weeks of September. A total of 332 faculty responded (approximately 22.5% of the faculty base) to the online survey. The survey was distributed through an email to the faculty from the Office of the Provost. Faculty answered a number of questions concerning their thoughts on online education, online pedagogy, and their willingness to teach online, and opened ended questions on online education.

Selected Quantitative Results

A majority of the faculty respondents (54% to 46%) have not taught online in the past.

Have you taught an online course?				
#	Answer		Response	%
1	Yes		150	46%
2	No		178	54%
	Total		328	100%

Of the faculty that have not taught online (N=177), 77 said they would teach an online class and 72 said they might teach online. Only 28 respondents out of 177 or 16% said they would not be willing to teach online.

If you have not taught an online course, would you consider teaching online?				
#	Answer		Response	%
1	Yes		77	44%
2	Maybe		72	41%
3	No		28	16%
	Total		177	100%

The majority of faculty who indicate that they would be willing to teach online come from the College of Arts and Sciences (49) and the Rawls College of Business Administration (20). The College of Media and Communications had 10 responses, as did the College of Visual and Performing Arts.

For those faculty members who have been teaching online (N=145) 29% have been teaching online for more than 6 years, 24% have been teaching between 3-6 years, 28%

have been teaching between 1-3 years online, and only 19% or 28 respondents have taught online for less than one year.

When asked how many online classes they have taught 44% or 64 faculty members have taught between 1-3 classes online, 16% or 24 faculty have taught between 4-6 classes online, and 40% or 58 respondents have taught more than 6 classes online.

The majority of faculty (63%) that have taught online are either moderately or very satisfied with teaching online courses. Only 3% or 4 responses indicated that they were not at all satisfied with teaching online.

Overall, how satisfied are you with teaching online?				
#	Answer		Response	%
1	Not at all		4	3%
2	A little		17	12%
3	Somewhat		32	22%
4	Moderately		48	33%
5	Very Satisfied		43	30%
	Total		144	100%

Faculty members were also asked what are the benefits of teaching online. The top responses were: better access for students (80%), the opportunity to innovate in learning methods (55%), and providing flexibility in scheduling (69%).

In your opinion, what are the benefits of teaching online (check all that apply):				
#	Answer		Response	%
1	Opportunity to innovate in learning methods		76	55%
2	Better access for students		110	80%
3	Enhances my teaching portfolio		38	28%
4	Keeps me abreast of in state-of-art methods		49	36%
5	Provides me flexibility in scheduling other		95	69%

The survey also asked faculty how online teaching could enhance their pedagogy. The responses with the highest mean value were: improving student performance on assessments of learning, improving student participation in discussion, and improving student participation in activities/exercise.


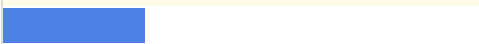



Statistic	Improving student participation in activities/exercise	Improving student participation in discussion	Improving student performance on assessments of learning (e.g., papers, exams)	Making you rethink educational approaches overall	Making you record and organize the many things you teach in a given course	Giving students greater access to courses (time, location, etc)	Creating a more complete record of interactions with and work by students
Min Value	1	1	1	1	1	1	1
Max Value	5	5	5	5	5	5	5
Mean	2.79	2.90	2.96	2.14	2.36	1.80	2.51
Variance	1.19	1.37	0.99	0.95	1.11	0.75	1.15
Standard Deviation	1.09	1.17	1.00	0.98	1.06	0.86	1.07
Total Responses	305	305	303	304	304	304	304

For the faculty that have not taught online, we asked them to rate the reasons that they have not taught online. The response with the highest mean value (3.66) was “You feel uncomfortable with the technology”, the next highest mean value (3.28) was “You feel that you do not have access to the requisite technology and support for creating and teaching online courses”. Faculty who have not taught online report that they “prefer the face-to-face interaction provided in a classroom setting” and that “Students are more like to cheat in an online course.”



Out of the 306 responses 70% or 215 faculty members reported that they have utilized Blackboard in the past with only 30% or 91 respondents indicating that they have never utilized Blackboard.

28% of faculty strongly agreed with the statement “would you consider your department chair to be supportive when it comes to the demands of teaching online” with 34% agreeing with the statement. Only 8% disagreed or strongly disagreed with

the statement. It appears that faculty are unsure if tenured faculty members in their home departments are supportive of online teaching.

You consider tenured faculty in your department to be supportive of online teaching?				
#	Answer		Response	%
1	Strongly Agree		31	10%
2	Agree		89	30%
3	Neither Agree nor Disagree		133	44%
4	Disagree		32	11%
5	Strongly Disagree		14	5%
	Total		299	100%

The next three questions in the survey asked faculty if they would consider teaching a hybrid class, if they would teach online if they had a pedagogical mentor, and if they would teach online if they had a technology mentor.

Would you consider teaching a hybrid course?				
#	Answer		Response	%
1	Yes		248	84%
2	No		48	16%
	Total		296	100%

Would you teach online if you had a pedagogical mentor?				
#	Answer		Response	%
1	I would teach online WITH a pedagogical mentor		87	30%
2	I would teach online WITHOUT a pedagogical mentor		162	56%
3	I would NOT teach online with or without a pedagogical mentor		39	14%
	Total		288	100%

Would you teach online if you had a technology mentor?				
#	Answer		Response	%
1	I would teach online WITH a technology mentor		132	45%
2	I would teach online WITHOUT a technology mentor		123	42%
3	I would NOT teach online with or without a technology mentor		36	13%
	Total		291	100%

Analysis of Open Ended Questions in Survey of TTU Faculty Regarding Online Teaching

This analysis involves the following 4 questions:

1. Are there other reasons why you do not wish to teach online? Please list those reasons
2. Please list ways in which online teaching can enhance your pedagogy?
3. Please list other ways in which online teaching and the use of online tool for course delivery can benefit you:
4. What questions do you have about teaching online that you would like to see clarified or addressed?

Question 1: Are there other reasons why you do not wish to teach online? Please list those reasons:

COMMENTS: Both groups (those who have taught online and those who did not) responded. People who did not teach online had more specific comments. Very similar issues were raised by both groups. They were:

1. Time vis-a-vis compensation/credit
 - a) Both groups (have and have not taught online) commented on the tremendous time it takes to prepare and teach online, and the lack of credit or compensation.
 - “I do it because I am required. The problem I have (and it is a big one) is distance sections are included with our face-to-face sections. This basically doubles our workload but provides no credit for the time. I currently teach an undergrad and grad class, both with f2f and distance sections. It is the equivalent of teaching four courses but with only the workload of 2. This is unacceptable. We have to make chairs and deans understand that distance is EXTRA and we should be compensated with money or release time. My research program is suffering GREATLY because I am required to teach distance as extra work, not as a replacement for current courses.”
 - “As a junior faculty, I am concerned that the time commitment would be excessive and compete with my efforts to establish my research program.”
 - b) One respondent has stated that Department gets some money back, but not the instructors.
 - c) Extra time spent takes away from research.
2. Legal Issues/Ownership

- a) Concern was raised regarding the fact that comments made online, or opinion shared there remains forever in cyberspace.
 - b) Who owns the courses? The faculty or the University?
 - o "...I'd want it clearly spelled out that the course remains my property and the university can't offer my work in subsequent semesters without paying me for it (especially relevant for courses where video lectures are given; I'm aware of universities trying to offer the material in subsequent semesters without compensating the authoring professor). ...I'd want student responsibilities clearly spelled out so students are aware that online courses are not to be treated dismissively."
3. Disciplinary Distinctions/Student Readiness/University Mission
- a) Online courses should vary depending on the disciplines.
 - o "I do not believe that the education received online is comparable to that received by traditional classroom interaction and instruction. This is especially true in the sciences. There is a huge difference between boiling the test tube in the lab, and watching a video of it boiling on YouTube. Online education uses only two senses: visual and auditory. Last time I checked, a student could not smell something online, taste something online, or feel something online. These are perhaps the greatest weaknesses of the concept. Would you like an open heart surgeon who had studied that technique online? I think not. Beyond the content and experiences themselves, I believe that there intrinsic value in the sacrifice of having to get up out of bed on a snowy day, come to class, be prepared to take a pop quiz, stand up before your peers and write something on the chalkboard, etc. "Sitting at home in your pajamas" type-learning does not convey the same sense of sacrifice. Students today want electronic versions of the notes handed out or posted online. I disagree with that. Strongly. I am there as a resource for my students and I will show them my notes on a screen in class, but that is my intellectual property. They are welcome to take it down in a notebook by hand, but not to copy and paste as the case so rampantly today. We are LOSING the ability of our students to DO something. They want to just click and be done. That is not how the world works; at least not in the discipline I teach."
 - o "I think we are making a general mistake in the way we approach online teaching. Instead of trying to translate all of the complexly layered learning outcomes of a classroom course into online delivery, we should break down the learning outcomes and sort them into those effectively achieved through online delivery and those better achieved through face-to-face contact. Any class, any

degree program, probably has some learning outcomes that can be very well achieved through online delivery, and some that are extremely difficult to achieve in any way other than face-to-face. A separate concern is the fundamental problem of verifying that the student awarded credit is actually earning the credit.”

- b) Student Readiness should also be a factor in online teaching
 - “I have taught many mixed courses with both local students and distance students. The distance students get the same lecture (recorded) and means of contact. While I have had some very good distance students, it is very bimodal. Almost every semester I have taught such courses distance ed Graduate students have averaged almost exactly 10% lower numerical scores (1 letter grade). The time I taught such a course undergrad, those students averaged 20% lower scores (2 letter grades). Students tend to do rather well or very poorly and more often the former than the latter. So while worthwhile as a service to some students (especially working professionals) who cannot be local, it does not work for the average student.”
 - “Immature students do not benefit from online or blended teaching. It works mainly for mature, experienced students who have full time jobs that prevent them from meeting a lot of class time hours.”
- c) The role of the university vis a vis online instruction was also commented on
 - “I have no control over ownership of my instructional materials, which can be used without compensation or attribution by other instructors at other institutions. There is no pedagogical advantage to teaching history or the humanities online. Students lack institutional support if they are not in a campus setting. They more frequently fail to complete courses. It's a fad, being embraced by administrators because it looks cheap. It may lead to hiring fewer faculty and fewer jobs for Ph.D. students. Online courses are not what a university is really about, which has more to do with bringing people together into a community of scholarship and learning. "Virtual" means "illusory.”

4. Technology and Support

- a. Students in campus have better access to support, not outside students
- b. Technology support for faculty needs to be strengthened
 - “Lots of work - TTU has not provided the tech support needed. Basically, I would be attracted to a system where faculty content and delivery technology is taken care of by people who specialize in that. / Plus, my experience with students is that they

(correctly, for the most part) view distance classes as inferior to face-to-face.”

- c. Lack of Mobile Apps

- 5. Course Evaluation and Registration
 - a. Online courses generate lower student evaluations. Especially when there are technical glitches regarding which the instructor has no control.
 - o “Students are admitted to online course after more than a month has passed in the semester and the instructor is expected to make everything available to the student so they can make-up everything they missed. This would most likely not occur in a face-to-face course and seems to be a breach of policy regarding how late in the semester a student can be enrolled in a course”

- 6. Others
 - a. Difficulty in recruiting students, difficulty in writing recommendation letters.
 - o “Face-to-face interaction with students is extremely limiting. / No opportunity to recruit to major field or grad programs. / Email or chat/blog exchanges are no substitute for in-class discussions.”

Question 2: Please list ways in which online teaching can enhance your pedagogy?

Respondents predominantly commented on ‘course organization’. In other words online teaching will force a reevaluation of course organization.

Other points made:

- o Flexibility
- o Increased opportunity for students to review info
- o ‘Flipping’ the course
- o Automatically graded assignments

Question 3: Please list other ways in which online teaching and the use of online tool for course delivery can benefit you:

Similar points made as before. Respondents highlighted

- o Flexibility (of time and location)
- o Increasing student engagement
- o Increases enrollment
- o On the other hand, respondents have cautioned:

“At the moment, all I can see are negatives for me. Online teaching would mean more time and effort invested in teaching, and therefore less research accomplished. And since teaching counts for absolutely zero at TTU, that means less merit pay and less respect.”

Question 4: What questions do you have about teaching online that you would like to see clarified or addressed?

Most comments were about:

1. Technology/Training Assistance
 - a. Training at all aspects (Blackboard, HD recording, others)
 - “I think the single most helpful thing for my department would be to have someone come and talk to us as a faculty about the process, requirements, opportunities, etc”
 - “I would like to know how other experienced on-line instructors organize their courses.”
 - “Unless every online course came with an experienced, dedicated technology support person (not a mentor) who is immediately available before, during and after each session, I would not be interested in dealing with online teaching.”
 - b. More IT help
 - c. Increased IP ports
 - d. Special case for Mac users
2. Resources
 - a. Additional compensation or merit
 - b. Release time
 - c. Clear position statement from upper administration
 - “In the online survey for what motivates you, I would like a strong statement from the upper administration on teaching credit as well as percent effort for online teaching. Additionally, there is no investment for being innovative and teaching on-line classes towards promotion”.
3. Ownership
 - a. The issue of ownership came across in many places. Specifically
 - “I worry somewhat about ownership of the created content. If my work (such as lecture materials, notes, rubrics, questions, etc.) can be used without my permission then I feel that my unique contribution to a classroom setting can be taken from me and abused.”
 - “Online teaching often involves development of a DVD type course. Who has "intellectual rights" to the material? If I write a

book, it is mine. If I develop online teaching, do I own the copyright? // 2. If online teaching generates substantially more students, how will this be recognized and I be compensated? Teaching a class of 5-10 vs 20 or more is difficult at the graduate level. How will tests be handled? My courses use tests as a teaching tool. Rarely are there "multiple choice" or "true/false" answers. How does one handle 20 or more short answer tests? This has made many large undergraduate classes little more than "cattle calls" in a lecture hall. In the end, having more students per instructor is an institutional goal from a "bottom line" mentality but I believe this clearly impacts the quality of the education and the interactions of student and professor. How is this going to be handled? / 3. How do we handle "office hours?" Again 20+ graduate students seeking clarification impacts a professor's ability to do research, write grants, etc."

- "Property rights. Who owns the course that was developed? We have all kinds of plagiarism rules for research but certainly not for teaching. "they" say the content belongs to the university because the effort was a part of the teaching load but the same is true of research. It is done at TTU but the university does not own the research article."

4. Other

- a. Enrollment schedule for online students
- b. Balance between standardization of technology, support, and professor's interest.
- c. Cheating
 - "I believe cheating is rampant in the majority of classes that do not use a proctoring system for monitoring exams. A lock-down browser is clumsy and useless in preventing cheating. You can tell when a student is taking an online test using a lock-down browser (go to the TTU library to see this action!) because they are seating in front of a computer with 1) their cell phone or tablet or laptop out and/or 2) with one or more "advisors." It's so much easier to increase your class size and your compensation if your class is known to allow cheating (i.e., don't require a proctor on major exams). If you do wish to use proctoring, the support for finding a certified proctor is haphazard. Most universities have their own proctor certification rules and forms. I had to produce my own and hope that it was somehow legal. // A separate issue is how do you select a time to give final exams in online courses that don't conflict with other F2F or online courses. Allowing too broad of an interval in which to take the exam increases the chances that students will crowd-source the questions and answers from other students."

Other Comments of Interest

- “Much of this survey is not applicable to faculty who have been teaching online, as I have, for over a decade. If you would like to tap faculty expertise, perhaps someone should revise the survey to do so.”
- “I have won two national awards for my online efforts, it has led to consultant ships, I am an associate editor of an online education research journal, it has produced research funding for online education, it has led to several papers on online education, to name a few.”
- “Well, in one way - as a Loyola Tech alumnus and enthusiast for 'all TTU advancements that outpace competitors'...I KNOW that UT (with their 9 satellite campuses) are using ONLINE in all their fields. They hired a team of marketing folks to recruit students for their online education masters degree. I know, because I am IN IT. I was impressed by the online courses I've taken at UT Permian Basin, both in business and bilingual education. I have worked at least, if not harder, as a student ...and the courses can be rigorous. The thing with online and TTU being more 'open' to it...we can stay competitive AND provide excellent platforms, support, pedagogy, I am pleased to be offering my opinion in this manner. I desired "calling up" the Provost's office, Dr. Schovanec, to chat about it, and the opportunity to touch students (particularly non-traditional..) but, as a non-tenure track adjunct (who's a business person & am not well- versed in hierarchy of command), this forum (survey) offers me that chance.”
- “Why don't we step back further, and instead of trying to package the classroom experience for online delivery, consider modularizing courses and degree plans so that students proceed based on individually paced interactions that allow the student to advance in accord with their level of ability. Credit would be more directly earned by demonstrated skill/knowledge/comprehension/accomplishment, and instruction would be delivered in the mode best suited to the particular learning outcomes for each module.
- Learning might be more intrinsic and clearly student-centered/ -driven, and instruction might again be seen as a privilege which is sought rather than another commodity to be purchased.”
- “Is it acceptable to teach an online course when I am visiting overseas?”
- “This survey is designed to elicit positive responses to online teaching. My question is why distribute such a biased survey?”

Appendix: Raw Survey Data

Initial Report

Last Modified: 09/26/2013

1. How frequently do you use technology in the following categories?

#	Question	Frequent ly	Ofte n	Sometim es	Seldo m	Neve r	Total Respons es	Mea n
1	Word Processing (e.g.: MS Word)	312	8	6	1	1	328	1.08
2	Spreadsheets (e.g.:MS Excel)	200	60	39	21	7	327	1.70
3	Databases (e.g. MS Access, Filemaker Pro)	38	18	71	100	98	325	3.62
4	Computer-Based Presentation (e.g.: PowerPoint)	245	39	25	13	4	326	1.44
5	Graphics Software (e.g.:PhotoShop, Paint Shop Pro, iPhoto)	59	56	68	91	52	326	3.06
6	Digital Video Software (e.g.: Premiere, iMovie, Pinnacle)	19	40	77	81	109	326	3.68

Statistic	Word Processing (e.g.: MS Word)	Spreadsheets (e.g.:MS Excel)	Databases (e.g. MS Access, Filemaker Pro)	Computer-Based Presentation (e.g.: PowerPoint)	Graphics Software (e.g.:PhotoShop, Paint Shop Pro, iPhoto)	Digital Video Software (e.g.: Premiere, iMovie, Pinnacle)
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Distance and Online Faculty Survey: Brief Survey Highlights

Min Value	1	1	1	1	1	1
Max Value	5	5	5	5	5	5
Mean	1.08	1.70	3.62	1.44	3.06	3.68
Variance	0.17	1.09	1.66	0.79	1.81	1.49
Standard Deviation	0.41	1.05	1.29	0.89	1.35	1.22
Total Responses	328	327	325	326	326	326

2. Have you taught an online course?

#	Answer		Response	%
1	Yes		150	46%
2	No		178	54%
	Total		328	100%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.54
Variance	0.25
Standard Deviation	0.50
Total Responses	328

3. If you have not taught an online course, would you consider teaching online?

#	Answer		Response	%
1	Yes		77	44%
2	Maybe		72	41%
3	No		28	16%
	Total		177	100%

Statistic	Value
Min Value	1
Max Value	3
Mean	1.72
Variance	0.52
Standard Deviation	0.72
Total Responses	177

4. Name

Text Response

Mayukh Dass

Jeff Lee

Jaclyn Canas-Carrell

Todd Anderson

Kelly Cukrowicz

Roger Saathoff

Erin Collopy

David Larmour

Bill Pasewark

nadia

Coy Callison

Erik Bucy

Tigga Kingston

Andrea Bilkey

Shelby Kloiber

Deby Nichols

Tim Nokken

Karla Kitten

Greg Mayer

Gary Elbow

Sandra W. Reeve

Llewellyn D. Densmore

Kristi Thrasher

Hannah Friedman

Trent Seltzer

Nicky Ladkin

Micheal Luera

Charlotte Dunham

Bryan Camp

Marta Kvande

Jennifer Vanos

Gerry W. Beyer

Robert McComb

Brennan Thompson

Michael Findlater

Bill Poirier

Anthony Cozzolino

Arturo Torres

David Hamilton

Andy King

Olan Farnall

Kristi Gilmore

Cam Stone

Distance and Online Faculty Survey: Brief Survey Highlights

Mary Ann Edwards
shannon
Stefan K. Estreicher
Alberto Pérez
Autumn Shafer
Liz Gardner
Melanie Sarge
Kippra Hopper
Kelly Kaufhold (I would LOVE to teach an online course, like Storytelling by Smart Phone or Theory)
Catalina Popescu
Christina (Tina) Fuentes
Jerod Foster
Sara Guengerich
Kate Peaslee
Eric Rasmussen
Dennis Arnett
Sun Young Lee
Rebecca Ortiz
Bernadette Hinojosa
Joseph Price
Melinda Roberts
Ian Ostrander
Dean Diersing
Sonya Sherrod
Peter S Briggs
Sarah McKoin
John Mankowski
Edward Lee
Susan Rowe
David Klein
David Roach
Sara Trojan
Andrew Martin
C. Nichole Morelock
Betty L. Stout
Claudia Cogliser
Emilia Westney
Derek Oler
Robert Peaslee
Mary Ann Lindsey
Jennifer Bard
Huazhong Shi
Diane Nichols
Michael Giberson

Haley Bullecks
Geoffrey Graybeal
Julie Nelson Couch
Katie Cortese
Michael Stoune
Janis Elliott
Maria Fernandez del Valle
Howard Curzer
David Lindsay
Shu Wang
James T Decker
Richard D. Rosen
Young, Alice

Statistic	Value
Total Responses	133

5. Department

Text Response
Marketing
Geosciences
Environmental Toxicology
Environmental Toxicology
Psychology
Journalism and Electronic Media
CMLL
Cml
Accounting
finance
Mass Communications
Advertising (College of Media and Communication)
Biological Sciecnes
Theatre and Dance
HESS
Exercise Sport Sciences
Political Science
Health, Exercise and Sport Sciences
Environmental Toxicology
Geosciences
Health, Exercise, & Sport Sciences
Biological Sciences
American Sign Language FL
CMLL
Public Relations
Museum Science and Heritage Management

Health, Exercise and Sport Sciences
Women's Studies/Sociology
Law
English
Geosciences
School of Law
Economics
HESS
Chemistry & Biochemistry
Chemistry and Biochemistry
Chemistry and Biochemistry
School of Law
Political Science
Public Relations
Advertising
Public Relations
JEMC
Journalism & Electronic Media
advertising
Physics
Cml
Public Relations
Public Relations
Advertising
College of Media & Communications Department of Journalism & Electronic Media & Communication
Psychology
Journalism and Electronic Media, College of Media and Communication
Classical and Modern Languages and Literatures
School of Art
Journalism & Electronic Media
Classical & Modern Languages and Literatures
School of Art
Public Relations
Marketing
Public Relations
Advertising
HESS
French, Classical and Modern Languages and Literatures
Chemistry
Political Science
HESS
Mathematics & Statistics
Museum
Music

ECE
Chemistry
Museum Science
Environmental Toxicology
Psychology
Communication Studies
Animal and Food Science
Music
Art
Community, Family, & Addiction Services
NHR
Management, Rawls College of Business
Management/RCoB
Accounting
Journalism & Electronic Media
College of Education - C and I
Law
Chemistry and Biochemistry
HESS
Energy/Economics/Law in the Rawls College of Business
Chemistry
College of Media and Communication
Englsih
English
Music
ART
HESS
Philosophy
Art
Department of Nutrition, Hospitality & Retailing
Music

Statistic	Value
Total Responses	135

6. Tenured

#	Answer	Response	%
1	Yes	67	48%
2	No	72	52%
	Total	139	100%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.52

Variance	0.25
Standard Deviation	0.50
Total Responses	139

7. E-mail address

Text Response
d
mayukh.dass@ttu.edu
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shu.wang@ttu.edu
james.decker@ttu.edu
Richard.Rosen@ttu.edu
Alice.young@ttu.edu

Statistic	Value
Total Responses	133

8. How long have you been teaching online courses?

#	Answer		Response	%
1	Less than 1 year		28	19%
2	1-3 years		40	28%
3	3-6 years		35	24%
4	More than 6 years		42	29%
	Total		145	100%

Statistic	Value
Min Value	1
Max Value	4
Mean	2.63
Variance	1.21
Standard Deviation	1.10
Total Responses	145

9. How many online courses have you taught?

#	Answer		Response	%
1	1-3		64	44%
2	4-6		24	16%
3	More than 6		58	40%

	Total		146	100%
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Statistic	Value
Min Value	1
Max Value	3
Mean	1.96
Variance	0.84
Standard Deviation	0.92
Total Responses	146

10. Overall, how satisfied are you with teaching online?

#	Answer		Response	%
1	Not at all		4	3%
2	A little		17	12%
3	Somewhat		32	22%
4	Moderately		48	33%
5	Very Satisfied		43	30%
	Total		144	100%

Statistic	Value
Min Value	1
Max Value	5
Mean	3.76
Variance	1.19
Standard Deviation	1.09
Total Responses	144

11. In your opinion, what are the benefits of teaching online (check all that apply):

#	Answer		Response	%
1	Opportunity to innovate in learning methods		76	55%
2	Better access for students		110	80%
3	Enhances my teaching portfolio		38	28%
4	Keeps me abreast of in state-of-art methods		49	36%
5	Provides me		95	69%

Distance and Online Faculty Survey: Brief Survey Highlights

	flexibility in scheduling other			
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Statistic	Value
Min Value	1
Max Value	5
Total Responses	138

12. Please rate the factors that encourage you to teach online:

#	Question	Extremel y Likely	Likel y	Unsur e	Unlikel y	Extremel y Unlikely	Total Respons es	Mea n
1	External tech support	44	37	29	20	13	143	2.45
2	Course development funds	55	36	16	15	22	144	2.40
3	Course release time	55	30	23	16	20	144	2.42
4	Monetary compensation	66	32	13	13	21	145	2.25
5	Evidence of pedagogical value	55	49	20	10	10	144	2.10
6	Pedagogical support	38	45	30	17	12	142	2.44
7	Flexibility of time	70	53	6	9	6	144	1.81
8	Student interest or demand	74	55	8	6	2	145	1.67
9	Positively noted in tenure and promotion reviews	41	34	26	19	21	141	2.61

Statistic	Ext ernal tech sup port	Cou rse deve lop ment funds	Cou rse rele ase tim	Monetar y comp en sation	Eviden ce of pedag ogical value	Pedag ogical suppor t	Flexi bility of time	Stud ent inter est or	Positi vely noted in tenur
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			e					dem	and	prom	otion	re	vie	ws
Min Value	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Max Value	5	5	5	5	5	5	5	5	5	5	5	5	5	5
Mean	2.45	2.40	2.42	2.25	2.10	2.44	1.81	1.67	2.61					
Variance	1.70	2.14	2.08	2.16	1.42	1.54	1.12	0.75	2.00					
Standard Deviation	1.30	1.46	1.44	1.47	1.19	1.24	1.06	0.87	1.41					
Total Responses	143	144	144	145	144	142	144	145	141					

13. Please rate the reasons that you have not taught online:

#	Question	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Total Responses	Mean
1	You feel uncomfortable with the technology	10	23	33	45	53	164	3.66
2	You think online courses take away from the learning experience	26	56	35	29	18	164	2.74
3	Online teaching is not suitable for your field	21	31	34	55	23	164	3.17
4	Online teaching is more time consuming	21	41	66	22	14	164	2.80

Distance and Online Faculty Survey: Brief Survey Highlights

	than teaching a traditional classroom course									
5	Students are more likely to cheat in an online course	17	30	75	33	9	164	2.92		
6	You prefer the face-to-face interaction provided in a classroom setting	68	60	27	8	1	164	1.87		
7	Online courses limit innovation in teaching students	11	26	58	55	14	164	3.21		
8	Effort not recognized in tenure and promotion review	9	20	102	26	7	164	3.01		
9	Proctoring of Exams	8	29	92	25	8	162	2.98		
10	You feel that you do not have access to the requisite technology and support for creating and teaching online courses.	6	31	62	41	24	164	3.28		

Statistic	You feel unconf	You think onlin	Onli ne teac	Onlin e teach	Stud ents are	You prefe r the	Onlin e cours	Effor t not recog	Proct oring of	You feel that
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	portable with the technology	e courses take away from the learning experience	hing is not suitable for your field	ing is more time consuming than teaching a traditional classroom course	more likely to cheat in an online course	face-to-face interaction provided in a classroom setting	es limit innovation in teaching students	nized in tenure and promotion review	Exams	you do not have access to the requisite technology and support for creating and teaching online courses.
Min Value	1	1	1	1	1	1	1	1	1	1
Max Value	5	5	5	5	5	5	5	5	5	5
Mean	3.66	2.74	3.17	2.80	2.92	1.87	3.21	3.01	2.98	3.28
Variance	1.53	1.53	1.58	1.20	1.02	0.82	1.06	0.67	0.73	1.10
Standard Deviation	1.24	1.24	1.26	1.10	1.01	0.90	1.03	0.82	0.86	1.05
Total Responses	164	164	164	164	164	164	164	164	162	164

14. Online teaching can enhance your pedagogy by:

#	Question	Strongly	Agree	Neither	Disagree	Strongly	Total	Mean
		y	e	Agree	ee	y	Respons	n

Distance and Online Faculty Survey: Brief Survey Highlights

		Agree		nor Disagree		Disagree	es	
1	Improving student participation in activities/exercise	39	84	105	57	20	305	2.79
2	Improving student participation in discussion	44	68	92	76	25	305	2.90
3	Improving student performance on assessments of learning (e.g., papers, exams)	25	64	131	65	18	303	2.96
4	Making you rethink educational approaches overall	77	146	54	16	11	304	2.14
5	Making you record and organize the many things you teach in a given course	64	124	74	28	14	304	2.36
6	Giving students greater access to courses (time, location, etc)	126	129	38	5	6	304	1.80
7	Creating a more complete record of interactions with and work by students	57	102	89	44	12	304	2.51

Statistic	Improving student participation in	Improving student participa	Improving student perform	Making you rethink educati	Making you recor	Giving students	Creating a more complete record
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	activities/exercise	tion in discussion	ance on assessments of learning (e.g., papers, exams)	onal approaches overall	d and organize the many things you teach in a given course	greater access to courses (time, location, etc)	of interactions with and work by students
Min Value	1	1	1	1	1	1	1
Max Value	5	5	5	5	5	5	5
Mean	2.79	2.90	2.96	2.14	2.36	1.80	2.51
Variance	1.19	1.37	0.99	0.95	1.11	0.75	1.15
Standard Deviation	1.09	1.17	1.00	0.98	1.06	0.86	1.07
Total Responses	305	305	303	304	304	304	304

15. Online teaching and the use of online tools for course delivery can benefit you in:

#	Question	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Total Responses	Mean
1	Increasing an opportunity promotion/tenure	14	33	147	72	39	305	3.29
2	Creating greater time or locational flexibility	73	158	34	21	19	305	2.20
3	Earning additional compensation	29	74	105	50	47	305	3.04

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4	Packaging written course content into a book	11	58	133	62	40	304	3.20
5	Improving your pedagogy	41	121	86	28	29	305	2.62
6	Experimenting with new ideas	82	139	46	22	15	304	2.17

Statistic	Increasing an opportunity promotion/tenure	Creating greater time or locational flexibility	Earning additional compensation	Packaging written course content into a book	Improving your pedagogy	Experimenting with new ideas
Min Value	1	1	1	1	1	1
Max Value	5	5	5	5	5	5
Mean	3.29	2.20	3.04	3.20	2.62	2.17
Variance	0.96	1.15	1.41	1.03	1.26	1.13
Standard Deviation	0.98	1.07	1.19	1.01	1.12	1.06
Total Responses	305	305	305	304	305	304

16. Have you used Blackboard?

#	Answer	Response	%
1	Yes		215 70%
2	No		91 30%
	Total		306 100%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.30
Variance	0.21
Standard Deviation	0.46
Total Responses	306

17. Please rate your experience with the following Blackboard tools:

#	Question	Extremel y Experien ced	Experien ced	Somewh at Experien ced	Not Experien ced	I Don 't Know Wh at Thi s Is	Total Respon ses	Me an
1	Calendar Tool	27	56	57	65	8	213	2.86
2	Syllabus Tool	46	79	49	35	6	215	2.42
3	Announce ment Tool	68	64	43	35	5	215	2.28
4	Chat Tool	16	38	49	105	7	215	3.23
5	Mail Tool	63	66	43	35	7	214	2.33
6	Roster Tool	41	74	41	39	17	212	2.61
7	Who's Online Tool	20	46	47	87	13	213	3.13
8	Assessmen t Tool	59	55	46	46	8	214	2.48
9	Assignmen ts Tool	65	63	43	35	8	214	2.34
10	Goals Tool	14	22	39	106	30	211	3.55
11	Learning Modules Tool	41	53	47	61	12	214	2.77
12	Media Library Tool	11	25	43	100	34	213	3.57
13	Web Links Tool	39	53	43	62	17	214	2.84
14	SCORM Tool	1	11	17	109	76	214	4.16

Stat istic	Cal end	Syl lab	Anno unce	C h	M ai	Ro st	W ho	Asse ssm	Assig nme	G o	Lea rni	Me dia	W e	SC OR
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Distance and Online Faculty Survey: Brief Survey Highlights

	ar Tool	us Tool	ment Tool	at Tool	l Tool	er Tool	's Online Tool	ent Tool	nts Tool	al Tool	ng Modules Tool	Li brary Tool	b Li nks Tool	M Tool
Min Value	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Max Value	5	5	5	5	5	5	5	5	5	5	5	5	5	5
Mean	2.86	2.42	2.28	3.233	2.333	2.61	3.13	2.48	2.34	3.555	2.77	3.57	2.844	4.16
Variance	1.21	1.17	1.30	1.055	1.134	1.48	1.23	1.46	1.39	1.14	1.48	1.11	1.56	0.66
Standard Deviation	1.10	1.08	1.14	1.022	1.16	1.22	1.11	1.21	1.18	1.07	1.21	1.06	1.25	0.81
Total Responses	213	215	215	215	214	212	213	214	214	211	214	213	214	214

18. Please rate your experience with the following technology tools:

#	Question	Extremely Experienced	Experienced	Somewhat Experienced	No Experienced	I Don't Know What This Is	Total Responses	Mean
1	Blogs	35	63	83	118	0	299	2.95
2	Wikis	26	47	67	147	10	297	3.23


3	Twitter	30	51	58	157	3	299	3.17
4	Facebook	87	93	59	59	0	298	2.30
5	YouTube	78	122	69	31	0	300	2.18
6	LinkedIn	40	89	72	94	4	299	2.78
7	Flickr	13	31	60	173	21	298	3.53
8	Prezi	14	37	63	128	57	299	3.59
9	Slideshare	8	12	30	173	73	296	3.98
10	MySpace	4	20	49	211	13	297	3.70

Statistic	Blogs	Wikis	Twitter	Facebook	YouTube	LinkedIn	Flickr	Prezi	Slideshare	MySpace
Min Value	1	1	1	1	1	1	1	1	1	1
Max Value	4	5	5	4	4	5	5	5	5	5
Mean	2.95	3.23	3.17	2.30	2.18	2.78	3.53	3.59	3.98	3.70
Variance	1.07	1.09	1.11	1.19	0.88	1.15	0.86	1.16	0.76	0.51
Standard Deviation	1.04	1.04	1.05	1.09	0.94	1.07	0.93	1.07	0.87	0.72
Total Responses	299	297	299	298	300	299	298	299	296	297

19. Would you consider your department chair to be supportive when it comes to the demands of teaching online?

#	Answer	Response	%
1	Strongly Agree	85	28%
2	Agree	101	34%
3	Neither Agree nor Disagree	90	30%
4	Disagree	13	4%

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5	Strongly Disagree		11	4%
	Total		300	100%

Statistic	Value
Min Value	1
Max Value	5
Mean	2.21
Variance	1.04
Standard Deviation	1.02
Total Responses	300






20. With respect to online courses and online interactions, rate how well you believe your chair's working knowledge is about the following:

#	Question	Excellent	Good	Average	Fair	Poor	Total Responses	Mean
1	The character of the technology involved in teaching online	70	80	81	19	23	273	2.43
2	The character of the pedagogy involved in teaching online	71	76	76	27	22	272	2.46
3	The effort level involved in teaching online	86	71	69	20	27	273	2.38
4	The distinctive patterns of students evaluations in online	64	68	80	30	29	271	2.60

Statistic	The character of the technology	The character of the pedagogy	The effort level involved in teaching	The distinctive patterns of students
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	involved in teaching online	involved in teaching online	online	evaluations in online
Min Value	1	1	1	1
Max Value	5	5	5	5
Mean	2.43	2.46	2.38	2.60
Variance	1.41	1.46	1.61	1.58
Standard Deviation	1.19	1.21	1.27	1.26
Total Responses	273	272	273	271

21. You consider tenured faculty in your department to be supportive of online teaching

#	Answer		Response	%
1	Strongly Agree		31	10%
2	Agree		89	30%
3	Neither Agree nor Disagree		133	44%
4	Disagree		32	11%
5	Strongly Disagree		14	5%
	Total		299	100%

Statistic	Value
Min Value	1
Max Value	5
Mean	2.70
Variance	0.92
Standard Deviation	0.96
Total Responses	299

22. Would you consider teaching a hybrid course? Definition: Hybrid courses are characterized by having at least 50% of course activities (assignments, interactions, assessments) in the electronic environment, with the remaining time in face-to-face classroom meetings. The goal of a hybrid course is to take advantage of both environments for maximum effectiveness.

#	Answer		Response	%
1	Yes		248	84%
2	No		48	16%
	Total		296	100%

Statistic	Value
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Min Value	1
Max Value	2
Mean	1.16
Variance	0.14
Standard Deviation	0.37
Total Responses	296


23. Would you teach online if you had a pedagogical mentor?

#	Answer	Response	%
1	I would teach online WITH a pedagogical mentor	87	30%
2	I would teach online WITHOUT a pedagogical mentor	162	56%
3	I would NOT teach online with or without a pedagogical mentor	39	14%
Total		288	100%

Statistic	Value
Min Value	1
Max Value	3
Mean	1.83
Variance	0.41
Standard Deviation	0.64
Total Responses	288

24. Would you teach online if you had a technology mentor?

#	Answer	Response	%
1	I would teach online WITH a technology mentor	132	45%
2	I would teach online WITHOUT a technology	123	42%

3	mentor I would NOT teach online with or without a technology mentor		36	12%
	Total		291	100%

Statistic	Value
Min Value	1
Max Value	3
Mean	1.67
Variance	0.47
Standard Deviation	0.69
Total Responses	291

25. Are there other reasons why you do not wish to teach online? Please list those reasons:

Text Response
Lots of work - TTU has not provided the tech support needed. Basically, I would be attracted to a system where faculty offer content and delivery technology is taken care of by people who specialize in that. Plus, my experience with students is that they (correctly, for the most part) view distance classes as inferior to face-ro-face. I don't think it is appropriate for graduate level classes in the sciences.
Online works great for discussion. Not as well for courses that require tactile activity or a lot of live classroom activity.
Mostly don't have a clear sense of what is involved and I don't want to over commit my time.
Students download stuff from the class and do God only knows what with it.
My field is heavily laboratory based and many classes require lab equipment. Use of this equipment is a major part of the educational experience and cannot be replicated on line. Non-lab classes involved reading of the primary literature and discussion/presentation of the major findings and faults in the literature. I have not found a way to make these types of discussion workable on line.
N/A
I thoroughly enjoy teaching Master's courses online. It is a consistant challenge to improve my communication skills and to find ways to enhance student learning at a distance.
I do not believe the quality of instruction is the same as face-to-face
I feel comfortable enough that I may not need a mentor.
I love online teaching, and teach one course a semester. However, the technology ttu supports is clumsy and antiquated. For a 33k+ enrollment university to not support a mobile app for learning is ridiculous.
I have very little spare time. That is the biggest reason I have not created an online

course.

Immature students do not benefit from online or blended teaching. It works mainly for mature, experienced students who have full time jobs that prevent them from meeting a lot of classtime hours.

Set up takes ages and huge amount of time which I don't have

Students are admitted to online course after more than a month has passed in the semester and the instructor is expected to make everything available to the student so they can make-up everything they missed. This would most likely not occur in a face-to-face course and seems to be a breach of policy regarding how late in the semester a student can be enrolled in a course.

Laboratory experience is difficult to replace.

Created materials can be taught by an adjunct at a computer.

I have no control over ownership of my instructional materials, which can be used without compensation or attribution by other instructors at other institutions. There is no pedagogical advantage to teaching history or the humanities online. Students lack institutional support if they are not in a campus setting. They more frequently fail to complete courses. It's a fad, being embraced by administrators because it looks cheap. It may lead to hiring fewer faculty and fewer jobs for Ph.D. students. Online courses are not what a university is really about, which has more to do with bringing people together into a community of scholarship and learning. "Virtual" means "illusory."

The expectation to respond to electronic communications at all times rather than during focused time periods during the week (decreasing time on focused research hours)

Not knowledgeable about Universal Access issues.

No, actually, I liked it. It just takes WAY more time in preparation than a f2f class. Takes a lot more time.

I have been teaching online for 10 years and love it

I like teaching on-line and plan to continue for the foreseeable future.

I'm teaching exclusively at the graduate level, in small seminars, so there's no need for me to do it right now. But in the past (at another institution) I taught large classes all the time and had a few really popular courses that could have drawn 5-10 times the enrollment if they were offered national/internationally online. However, I would want additional compensation or some credit if that were the case.

Huge upfront effort converting existing course to online course Face-Face interactions and discussion are central to my teaching style and require real-time interactions.

The Dean of my college does not support the development of online courses. The initial setup of an online course is very time consuming and there is no support for scanning documents, uploading course materials, etc.

I can't foresee a situation in which teaching online is of greater benefit to the student versus an in-class situation. When I look back at my education I think about how big of an impact my Professors made in my life, and I don't see how this can be accomplished online.

In our performance and project based courses, the live experience is part of it. I'm

interested in a hybrid course, but the great big blackboard blowup over the summer made me decide to wait longer before implementing it (and I definitely would like assistance in figuring out how to create a good blackboard experience, but again with the snafu this summer I didn't feel right about asking for help when our technology folks needed to focus on fixing the issues)

hurts my neck and back to sit all day at computer

Concern about the institution's ability to support software and computer infrastructure. Worried about the sheer volume of emails and excuses.

I love technology, and I do want to teach online, however, the quality of student interaction in online courses is questionable. I am not sure I support totally online degrees -- ideologically nor pedagogically.

The biggest hold-back for a strictly online class is the lack of human interaction, body language, audience feedback, etc. that comes with real-time teaching. The hybrid scenario mentioned above is what I currently use.

There is no encouragement in my department to teach on-line. The up-front investment is great, but once the course is up and running the time investment might not be any greater than with a f-t-f course. So, with some compensatory time for course development I might very well do it.

No credit for all the extra work you do managing the technology aspects

It's a terrible way to teach students. It's incredibly impersonal. The students expect the class to be easier because it's online. There's only so much you can do to prevent cheating. The students are isolated from each other, which means they're missing an important class input (e.g., comparing lecture notes, rehashing lectures). Going into a classroom of 200-300 is bad enough, but this is worse. We do it because it's the only way we can offer enough class seats.

I firmly believe in online instruction.

I do it because I am required. The problem I have (and it is a big one) is distance sections are included with our face-to-face sections. This basically doubles our workload but provides no credit for the time. I am currently teach an undergrad and grad class, both with f2f and distance sections. It is the equivalent of teaching four courses but with only the workload of 2. This is unacceptable. We have to make chairs and deans understand that distance is EXTRA and we should be compensated with money or release time. My research program is suffering GREATLY because I am required to teach distance as extra work, not as a replacement for current courses.

I believe I'm a better teacher online. I study and publish journal articles about online writing instruction.

Blackboard 9 works poorly and resources are inadequate. TLPDC staff are trying to be helpful, but cannot meet the rate of demand.

I have not been granted course release time or added compensation to create a course that could be taught. I would need to be granted one of those things to make the creation worth my time since my course load is always heavy.

Theatre is very hard to teach with integrity.

In my current position, I don't teach much, so this does not apply to me much. I taught at a distance some time back - before and in the early days of WebCT.

Several courses that I teach do not lend themselves to the platform. Also proctoring of exams is difficult

I do not teach but I think it is a worthwhile tool.

I have had extremely bad experiences with Blackboard and online offerings. I have used MediaSite to record and distribute lectures. I found the online offering to students significantly more time-consuming task than in-classroom teaching. My department will not provide any additional compensation nor consideration for the extra effort or time involved.

I teach online but often wonder why since there are really no incentives that I can see. I think any funds coming back to the department support TAs in our introductory classes. This may help the department, but doesn't really provide much incentives for faculty to teach at a distance. We still have lots of faculty who have chosen not to teach in this manner and I can't blame them without incentives

In a course that involves significant discussion and writing the time involved can be significantly greater than face-to-face classes. Additionally, the level of discussion can suffer due to the limits of virtual discussions - social cues, collaborative discussion development, feedback and continuous exchange.

It is not that I don't want to teach online, but I would need training and good technology support to have the tool to be able to. I would welcome knowing more.

The time it takes to rework my classes.

My student evaluation are much lower in on line classes.

I want to know who I am teaching. Online students are more like avatars than students. I don't get to know them the way I know warm bodies in the seats. Video lectures are also much more boring (for me, the lecturer) than live lectures. It's the difference between television and theater.

I enjoy meeting and getting to know my student on a personal basis. I find that I am more comfortable providing career help (i.e. recommendation letters, references of support, etc.) when I've met them. I also question how much students actually learn in online classes or if they just simply read their texts. Also, online is not conducive for a more service learning/case study approach that I prefer to utilize.

I teach on-line

I'm good at face-to-face discussions, and I don't want to give up what I can accomplish with students in that venue.

Never been asked by TTU.

I am already teaching a hybrid course this semester, ECO 3312.

I have never been approached to teach an online course

Like some of the other questions this is a biased question--assumes that I do not wish to teach online. The main reason I have not done so is simply because the opportunity has not arisen. If I were asked to teach an online course, I would do the best job of it that I could.

As a junior faculty, I am concerned that the time commitment would be excessive and compete with my efforts to establish my research program.

Initial prep time Initial course development

n/a

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Not really; have nothing against teaching online. Just wish there was more consistency in how 'online' is to be delivered. It seems that book publishers each have their own system or it plugs into Blackboard easily -- we have excellent facilities available for faculty to use to record and teach at a distance; but would like someone to say: here is how we need to do it instead of having everyone seem to go at it their own way.

Technology issues - sometimes the audio-visual quality of recorded lectures is poor (complaints from students) or equipment is not working.

Graduate physics courses involve a higher level of mathematics. This is difficult to convey online. Further, studnets often need direct (not online) help when approaching problems.

I am a strong advocate for online instruction.

I'm not sure my teaching strengths would translate online. Also, I have heard from students that they don't get as much out of online courses.

I very much wish to teach online and have been a huge advocate of it as a great tool to expand the Texas Tech brand, provided it's done with the right, select, courses.

I would love to learn how to teach online. I would do my best to do it with or without a pedagogy mentor.

None that I can think of.

N/A. I would gladly teach online. The opportunity has been discussed, but never actualized or offered.

It may take more time away from my research. I already have an extra load of service, teaching and mentoring students.

I heard it's time consuming... and I like face-to-face interactions with students in classroom.

The classes that I teach are interactive, hands-on, and involve physical activity.

I didn't said that I didn't wish to teach online ! I do - I just don't know wherer to start and how to make it work for a language course.

For some courses, there are few examples for me to follow. The first course would require a lot of prep.

I enjoy being in front of a "live" classroom, where I can see and react to the mood and flow of the class.

-I'd want it clearly spelled out that the course remains my property and the university can't offer my work in subsequent semesters without paying me for it (especially relevant for courses where video lectures are given; I'm aware of universities trying to offer the material in subsequent semesters without compensating the authoring professor). -I'd want student responsibilities clearly spelled out so students are aware that online courses are not to be treated dismissively.

Our area is more performance based and suited to bringing people together in real time and space. However, a Pedagogy and Lit class I teach might have room to be developed on-line.

Right now, the technology support is poor at Tech. Simply maintaining a consistently fast internet connection seems difficult at the moment.

I believe the learning process for both student and teacher is enhanced through

traditional face-to-face classroom interaction.

ownership issues

This may depend on level/type of the course, but I generally believe that face-to-face interaction helps student's learning.

Chemistry is difficult and it is hard to judge the class understanding without watching body language.

Not applicable.

Delivery of education internationally

I think we are making a general mistake in the way we approach online teaching. Instead of trying to translate all of the complexly layered learning outcomes of a classroom course into online delivery, we should break down the learning outcomes and sort them into those effectively achieved through online delivery and those better achieved through face-to-face contact. Any class, any degree program, probably has some learning outcomes that can be very well achieved through online delivery, and some that are extremely difficult to achieve in any way other than face-to-face. A separate concern is the fundamental problem of verifying that the student awarded credit is actually earning the credit.

I love teaching the Capstone Course online. Student responses to assignments and work, is submitted in a program called TaskStream.

The time is much greater than you expect, and the reward is not commensurate with the work.

I do not believe that individuals should have to express their opinions in print/discussions. Verbally-- in a classroom setting --is one thing--but printed is just that--an opinion at the time that is in cyberspace forever.

The ``standard" tools are not standard at all. They consist mostly of proprietary, closed-format software available only for Windows and MAC platforms. If open-source operating systems and software were supported and the use of open formats encouraged here at TTU (i.e., if we did not assume incorrectly that everyone uses either Windows or a MAC), then my opinion might change. But I have no interest in Windows or MAC machines and would not use one even if it were provided to me, so yes

I fear it would be difficult to ever not be working. I'm protective of my time away from the classroom.

Time restraints of development of course.

You can be away from the campus and even from the country and you still can teach your course.

I am teaching online and I enjoyed the experience more than I thought I would.

I would be willing to teach a class online. I know there are challenges, but I welcome them!

I do not believe that the education received online is comparable to that received by traditional classroom interaction and instruction. This is especially true in the sciences. There is a huge difference between boiling the test tube in the lab, and watching a video of it boiling on Youtube. Online education uses only two senses: visual and auditory. Last time I checked, a student could not smell something online, taste something online, or feel something online. These are perhaps the greatest

weaknesses of the concept. Would you like an open heart surgeon who had studied that technique online? I think not. Beyond the content and experiences themselves, I believe that there intrinsic value in the sacrifice of having to get up out of bed on a snowy day, come to class, be prepared to take a pop quiz, stand up before your peers and write something on the chalkboard, etc. "Sitting at home in your pajamas" type-learning does not convey the same sense of sacrifice. Students today want electronic versions of the notes handed out or posted online. I disagree with that. Strongly. I am there as a resource for my students and I will show them my notes on a screen in class, but that is my intellectual property. They are welcome to take it down in a notebook by hand, but not to copy and paste as the case so rampantly today. We are LOSING the ability of our students to DO something. They want to just click and be done. That is not how the world works; at least not in the discipline I teach.

1. Need massive tech assistance and resources 2. Making a distance class good is much harder than making an in-class class good

None

Statistic	Value
Total Responses	133

26. Please list ways in which online teaching can enhance your pedagogy?

Text Response

The only advantage is ease of access at different times and from different places - if they have sufficient bandwidth.

Brings in students with different skill sets and experience they learn on the job.

They would require me to rethink how I present material to some degree. They would also require me to think through the best ways to conduct activities and other learning tools when students are not physically present.

I don't know. Possibly in flipping course

In lab classes, not at all.

N/A

Being aware of the need for clearly defined assignments and course information

Utilizing online discussions for peer learning support

Creativity.

Teaching online helps you hone in on what's most important in your pedagogy - the medium makes you pay attention to technique in ways you don't always have to do in f2f teaching.

Assess quantitatively the current snapshot of knowledge in a course through exams. However, the essential qualitatively method to assess understanding is through interaction using discussions. The time it takes to teach online requires significantly more time and energy.

I should rework some of my materials. This would encourage me to do so.

If it can get students to learn how to teach themselves, with a little help from the instructor, then it works. If the student looks at an online course as an "easy way to get credit" with a minimum of work, then it doesn't work.

Enhanced imagery, increased access for students to review information

It is what allows our students the flexibility they need

I can't think of any.

More one-on-one individualized instruction; more deep thinking about why I emphasize the points and concepts of a course; more outreach to underserved students, including working adults, rural and remote students, etc.

Allows me to experiment with other ways of presenting information to students.

Teaching online is a challenge to find "work arounds" for accomplishing good things that you are accustomed to when teaching f2f. I enjoyed that challenge, but the time pressure of creating a whole new class was ... unpleasant and not very productive for my students.

Better interaction with individual students, convenient application of rubrics for assessing assignments, flexibility for students, opportunity to use multimedia, ways to use different methods to reach different types of learners

Teaching an on-line course with rigor requires a substantial amount of pre-planning so that the final product that the student experiences is seamless in its flow. This level of pre-planning can be postponed when teaching face to face. Doing it in advance allows me more flexibility during the semester to meet students needs.

I would imagine one gives greater thought to instructional design.

Must plan for variety of learners and learning styles. Instruction, course materials and resources must be differentiated and accessible.

I don't believe it can help.

I'm not sure how it will specifically help, but having a secure location for grades, project submissions and storage of module information sounds good to me.

0

I think it would make me branch out to adopt other sources of material/info.

I always want to enhance my pedagogy, and would like to learn how to offer a truly dynamic, rigorous, stimulating online course.

I think online information, assignments, communication, etc. is of great value. By having to provide information in a streamlined written form, it would certainly help one organize and better plan a course.

It allows me to target the specific needs of the students and to provide them with more material. It makes all students participate in the discussions.

I am not sure that teaching on-line would enhance my pedagogy. It is just a different way of presenting the same information I would in f-t-f.

None

It allows us to offer more seats to students. It forces you to offer more interactive (i.e., media) content.

Forces us to be creative in designing new and effective ways of teaching and engaging students in different ways.

Makes me more organized and prepared .

Online teaching requires more articulation (topic relevance, linkages to media, exam instructions).

Online teaching allows you to be flexible in the ways you communicate content to your students and allows you flexibility in time and location. Expressing yourself in writing as you do in online classes teaches you more about writing as well.

Forces me to use technology, which is good.

I found developing an online course to be a refreshing challenge.

Improve and make delivery more consistent, improved assessment

To get everyone involved in discussions.

My class evaluations have been consistently excellent for over 15 years. I am always updating my lectures, course content and computer demonstrations to keep up with the technology of my discipline. I don't believe online teaching will improve my pedagogy.

Developing processes that address the issues stated above.

I don't know enough about it to really know

I don't know that it would.

I cannot think of any significant advantages.

By teaching online, you learn the importance of being organized and clear with instructions.

?

New "packaging" of course.

Moving away from the standard 80 minute chaltalk into shorter video lectures will have much greater impact. The current students' attention spans are not well suited to lengthy lectures on Economics. Moreover, by regular on-line, automatically graded assignments, students are more likely to read course content at regular intervals. With class sizes of 100 or more, this is a particularly attractive feature of the hybrid setting.

Developing learning modules for online teaching has the benefit of requiring me to be more thoughtful and intentional about course content and appropriate ways to assess learning. It also requires the student to take some initiative in constructing their learning experience.

Uncertain. Would need to go through the process.

.

It does may you think more systematically and utilize different teaching approaches I summarize the key points of my lectures on powerpoint, and the files are accessible to the students online. They often complement these slides with hand-written notes taken in class. But I do mnot believe that such courses would benefit from being entirely online.

Improved scaffolding for students; innovative use of technology to enhance instruction; ability to reach students who would not ordinarily be able to attend university courses; ability to teach collaboratively with international instructors; ability to connect my students with international students/collaborators; ability to bring in experts from anywhere.

It might help with course organization and documentation.

With the now offered very large Principles of Photography course, at 150-175 students, no one gets much one-on-one time and critiquing. Online, I think students could get more one-on-one assessments and could share with the instructor problems as they come up with their equipment, composition, etc., instead of having to make an appointment with the instructor or wait until the next class meeting.

I believe it makes you think about your presentation style, makes you concentrate

more on being engaging as an instructor and on focusing on the most important points you need to make since you're not as sure of the attentiveness of students. I believe it really makes you hone both your focus and style.

This gives students more exposure to the materials and takes away the classroom anxieties.

Gives flexibility to the teaching methods. Plus, this can assist us in keeping up with new and expanded technology teaching methods.

Learning new technology is part of opening up to the way new generations think.

I believe that teaching online provides more time for the professor to formulate responses to questions and share those responses with everyone.

Enables me to utilize technology more typically used by my students and therefore allows me to reconsider teaching methods.

More tools in your toolbox is always a good thing!

There shouldn't be a question mark after this statement. All of the strengths listed already - forces you to organize, rethink different ways of teaching, etc.

It may help with applying more technology in the classroom.

Online teaching requires great levels of organization and forethought, which assists with typical courses.

Teaching an online course requires organizational skills and thorough lesson planning. It also requires the instructor to hone his/her written communication skills.

-Students who may be unable to come to classes or are having trouble scheduling classes, especially in their later years when sections are harder to schedule, can have some flexibility.

Makes one examine other ways to distribute information and interact

We are ten miles from main campus. Clearly, online presence might bring more students to the courses.

From my perspective, online teaching should be purposed for the benefit of students; not for the benefit of a teacher's pedagogy.

Effective pedagogy has to consider how well communication is accomplished, and engaging students in the complex and dynamic environment possible online is an exciting opportunity to communicate in new and augmented ways.

Excellent opportunity to communicate with students and interact about pedagogy.

Focused and intentional interactions with students. More one-on-one time with students.

Reach more students

Online teaching would be a nice challenge, and may encourage consistency between sections/semesters.

If we were able to link to major hotels for example and use the information for future classes, that would be an advantage given our location.

0

Students are changing in ways that I may know intellectually but not necessarily from experience. I know international students have a harder time participating face-to-face in whole class discussions than they do in small breakout group discussions or electronically mediated discussion. Online evens up that playing field

somewhat. Online participation and deliverables mimics much of today's collaborative work (virtual teams, telecommuting, ROWE). Can enhance students' intrinsic motivation through autonomy, relatedness, and competence.

It's taught me new ways to organize material and conceive of courses, new opportunities to get students interacting and responding to material. I've taken virtually everything that I've taken from online teaching and integrated into face-to-face courses.

It is often difficult to engage undergraduate students in classroom discussion, especially if the class is somewhat large. Online teaching, using discussion groups, would be a good way to engage every single student and require thought and contribution.

I teach in an online PhD program. The quality of our students is quantitatively greater than we could attract to a face-to-face program almost regardless of how much financial support we could give to on-campus students. I can do things online I can't do face-to-face.

May be able to use more animations or something like this.

I think it helps you learn new techniques to include with teaching methods. I like the idea of using the technology to provide lectures and materials to students for them to view at their most convenient time.

I think the use of Blackboard has increased my efficiency because of its ability to organize the course. Students who rarely take part in class discussions are more likely to participate online. I like this because of the benefits of critical thinking skills. I do not think students are challenged enough with problem solving skills and Blackboard helps me develop this important aspect of learning.

Spurs new thinking about teaching, will cause a significant reconsideration of materials and assessment practices.

It cannot.

Have yet to see any

immediate feedback, well organized assessment, repeatability, student access (time & location), improved student performance

There is so much to learn; what I do not know is how online teaching enhances classroom pedagogy.

Depending upon the execution of the online course, a teacher may have to anticipate places where students may experience confusion and build in further explanation into the lecture. In the traditional face to face classroom one can answer questions as they are asked and adjust the lecture accordingly.

Keeps me totally in the student perspective...what they see and what they need.

Training on how to be more effective would help.

You have to apply totally different modes of communication with your students and this naturally leads you to rethink your entire teaching and approach your teaching from your students' perspective, which you may often forget as you become more experienced with teaching.

Teaching online would require me to be more meticulous in my record-keeping. Instead of speaking off the cuff about certain subjects, I may find it more efficient to write out and post important notes or lectures.

Students all learn in different ways. I imagine that some students will learn better through an online format. Learning new techniques for online teaching will enhance my pedagogy.

I have no clear idea, but I am sure that online teaching, like any other different sort of teaching, would be an interesting and informative challenge.

organization, assessment, providing a variety of learning platforms

It would be a challenge to get the students to observe biology on their own. I want to find ways to get them to interact with nature more.

It cannot. It is an inferior means of teaching. Any true enhancement of pedagogy can be done without online teaching being a driving force.

Statistic	Value
Total Responses	123

27. Please list other ways in which online teaching and the use of online tool for course delivery can benefit you:

Text Response

none - it is mostly an inferior educational tool, in my experience.

I don't know

n/a

N/A

It keeps me employed! Our Master's program is completely online/distance delivery. I have enjoyed getting to know my students and having students from all over the world.

More flexible time scheduling.

Flexibility in scheduling Access to new students Growth opportunities for niche programs (especially graduate)

1. I can attend conferences and still teach. 2. I can travel to conduct research and still teach. 3. I am able to share more information with students without interruptions in class. 4. I can better track student usage of materials from web hits, video views, tool usage, discussion posts. 5. All professors who teach a section can use the same basic frame and modify in discussions.

I prefer traditional face-to-face instruction but I would be willing to teach online to help students and Texas Tech.

Online or blended teaching is a way to reach a larger audience.

Shifting load around so as to free up time for research

It has increased our departmental enrollment at both the graduate and undergraduate level.

Flexibility of time

I have experimented with various methods in the past and have discarded them for face-to-face interaction and teaching. I found no advantage in using them.

The ONLY benefit I have gotten is my schedule flexibility. I have developed four different courses for online delivery and have gotten minimal release time and minimal extra workload credit. If I were not already a tenured full professor I wouldn't bother. I am actually quite distressed at the reluctance of my department

toward my offering online courses.

Allows me to connect with students around the world.

The instructional design portion of teaching online was a benefit to me.

It doesn't benefit me, but does have the potential to benefit students if done properly.

As our world becomes increasingly connected through technology the use of on-line instruction will continue to expand. Like many students, my life has multiple demands, teaching on-line provides the flexibility to meet the demands of real life in the 21st Century and provides me a way to continue in the profession I most enjoy, being a University Professor.

Have the opportunity to teach a variety of students. Online courses seem more popular with students so I can teach a wider variety of courses.

I'm thinking that it will help the following: giving students the option to repeat sections for better recollection on terms and concepts, provide interaction from any location, and allow the students the option of working ahead if they wish.

don't know

It might allow me extra flexibility in my schedule to do other things. It could help my department expand its course offerings.

It can expand the number of students we can reach. It does not really benefit me directly. At this point, taching online is a lot of extra work. When done properly, online teaching is at east as much work as a face-to-face course, without extra release time, etc.

Less copies and staples.

It also allows me to be more systematic in the presentation of my teaching contents to students with different levels. Finally, it is a good basis for scholarship and publications.

I am not sure it would benefit me.

Flexibility

It gives time and location flexibility to me and students.

Can free up schedule if done correctly. It is not.

Online teaching exposes me to a broader range of students.

The ability to teach from afar would greatly benefit my research interests that sometimes require travel. I would not have to find subs because I could teach it form wherever I am.

Technology, flexibility, and student need.

N/A

To use assignment and test tools on the blackboard is very benefit.

None at this time.

Please note my e displeasure with blackboard; I always use Dropbox because of this. While it does not have all of the features of blackboard, it does not crash. I have not used black board in 4 years and despite checking new versions from time to time I have never found a reason to go back to it.

Survey courses - larger sections - could be "packaged" with canned lectures. This would allow the instructor more time to interact with students that have specific questions or need further support for the more obscure aspects of the subject.

I don't know enough to know if or how it would benefit me personally. However, I do know that it would benefit my department and also the profession into which we feed, and would enhance professional development opportunities

I don't know that it would.

Much of this survey is not applicable to faculty who have been teaching online, as I have, for over a decade. If you would like to tap faculty expertise, perhaps someone should revise the survey to do so.

I cannot think of any.

Online teaching tools are beneficial b/c they allow delivery of electronic items and grades.

The flexibility to work when and where ever increases efficiency for me, expands opportunities and I believe it does this for students as well - particularly students who are living at a distance - opens up student markets that didn't exist before.

?

It would clearly increase my ability to schedule my days and to make better use of time for research/publishing activities. I would also appreciate being able to keep continuity in the class schedule even when I am away from my campus office or out of town.

I don't think it's about whether it benefits me. Does it benefit the students? Does it benefit the university? That's why I'm simultaneously supportive and skeptical of online teaching.

.

Better interaction with distance students.

The lecture rooms that I have taught Principles of Photography are totally incompatible with such a visual course. The two whiteboards and two sections of a V-shaped room makes it hard to speak to the whole class. No photo class should have 175 students in it. In this course, students need to learn to use each of their unique cameras and learn principles of basic composition, lighting and other values of photography.

It's the future and as a lifelong technophile I like to be ahead of the curve. Plus, I worked in broadcast journalism so I believe I'm exceedingly well suited to be "on camera", as it were.

Those tools will basically teach me a new system, a new form of pedagogy.

I think that students would respond to this method of learning. This expanded method of teaching could assist in enrollment recruitment.

The cyberspace has no physical boundaries.

I believe that it can allow me more flexibility so that I can do more research activities.

-Increases my communication abilities with my students. -Changes the way I view information and knowledge. -pushes me to be well organized and thoughtful in my methods.

Lectures and videos could be viewed before class allowing for more practice of skills.

It would help provide students with access to a course they might not otherwise have and increase our numbers.

Can reach larger numbers of people. Perfect for summer school - adds one way to deliver a class.

diversify skill set

Would allow for some pre-recorded lectures so that attendance to science meetings would not cancel class.

Online teaching should be for the benefit of students.

I can teach from wherever I am and make my set my own schedule

The online environment is incredibly stimulating, and offers intellectual challenges and opportunities for growth, but it needs to be approached with highly effective skills in thinking hierarchically, applying prioritization, and maintaining productive focus. We seem to assume students (and faculty) have these skills without verifying that.

Work from home. I do not have an office on campus. Student work can be evaluated any time of day or night.

I rely heavily on Blackboard now as a tool for students. As the technology improves, I become more comfortable with the idea of online classes. A successful online class for me would have to maintain the "human touch," where students can feel connected to the instructor and their peers.

Could teach from a distance--not even be on the TTU campus.
can't

Can enhance programs we are looking to strengthen in the Rawls College of Business (working professionals MBA, STEM MBA, dual programs, interdisciplinary educational aims)

I'm beyond what some would think of as normal retirement age. I'm having a blast. I have great students. We are doing cutting edge stuff. We are creating a cadre of leaders in our field that would not begin to be possible with an on campus program. The overall learning experience with using Blackboard, mediasite, and Microsoft Lync to go through the production process was a good experience with those new technologies.

I think you can incorporate new types of independent learning activities that are sometimes not possible in traditional courses. This helps me reach all my students!
They cannot.

I have won two national awards for my online efforts, it has lead to consultant ships, I am an associate editor od an online education research journal, it has produced research funding for online education, It has lead to several papers on online education, to name a few .

Courses could be taught at times that allow for more research.

Less time constraints, location independent.

Organized, focused, catagorized

Training on integrating tools into the class would help.

Teaching online would allow flexibility regarding travel, even allowing the possibility of working from a physical location other than Lubbock.

At the moment, all I can see are negatives for me. Online teaching would mean more time and effort invested in teaching, and therefore less research accomplished. And since teaching counts for absolutely zero at TTU, that means less merit pay and less

respect.

engages students, increases individual participation, provides for more than single assessments

I love how using Blackboard helps me to organize all components of the course before it starts. I use Blackboard for face-to-face classes as well. It helps students to keep track of materials. Using Blackboard allows me to use class time for lecture and activities instead of wasting time of quizzes and tests. They can take quizzes and tests on their own time.

Again, it cannot. Online teaching is a benefit to students but of almosty no benefit to faculty.

Time flexibility

It makes me keep up-to-date on what the students seem to be using to teach themselves (eg. youtube).

I do not see a benefit.

None.

The flexibility of scheduling helps tremendously to manage my overall workload. Teaching my online course generally takes more time than teaching my regular course, but with the flexibility, I am able to choose how to allocate my time more productively.

1) Incorporating research into an on-line course or MOOC would be a good selling point for an NSF proposal. 2) On-line courses are a good way to reach students in industry. this is especially appealing at the graduate level.

1. It would allow me, and my department, to have more graduate students-potentially-than we currently have. 2. It could help to get some administrators "off our back" and stop condemning us so quickly because our numbers are "down." 3. It may help some professors to become more excited, once again, about their teaching-but this would not be the case for me because I LOVE teaching the way I do right now.

increases in enrollments

It is extremely coveinent for non traditional students; and anything that makes a difference in student's remaining in school is a good thing for me.

It can benefit me by increasing student engagement in my class, giving me more discretion in the allocation of my time, and enable me to maintain course continuity when I am traveling or have other beneficial uses of that specific lecture time, such as campus meetings, etc.

I am not convinced that I would benefit.

I already teach a hybrid course using Blackboard. I would become more familiar with chat and online discussions.

Allows one to flip a lecture course so that class time becomes more valuable. Instead of content delivery, the focus is on addressing areas of common misconceptions and of confusion. Plus, problem-solving and peer-peer/peer-professor discussion are moved to the center.

course delivery tools benefits by increasing the flexibility of the course material and teaching approach.

I can be available when students need the attention most.

More training in the full capabilities of online teaching tools that don't require extended face to face training.

The most positive is being able to give the students and opportunity to have multiple reviews of the material they are reading..

Well, in one way - as a Loyal Tech alumnus and enthusiast for 'all TTU advancements that outpace competitors"...I KNOW that UT (with their 9 satellite campuses) are using ONLINE in all their fields. They hired a team of marketing folks to recruit students for their online education masters degree. I know, because I am IN IT. I was impressed by the online courses I've taken at UT Permian Basin, both in business and bilingual education. I have worked at least, if not harder, as a student ...and the courses can be rigorous. The thing with online and TTU being more 'open' to it....we can stay competitive AND provide excellent platforms, support, pedagogy, I am pleased to be offering my opinion in this manner. I desired "calling up" the Provost's office, Dr. Schovanec, to chat about it, and the opportunity to touch students (particularly non-traditional..) but, as a non-tenure track adjunct (who's a business person & am not well-versed in hierarchy of command), this forum (survey) offers me that chance.

Statistic	Value
Total Responses	102

28. What questions do you have about teaching online that you would like to see clarified or addressed

Text Response

We need a strong platform for hybrid teaching so that online students are as much a part of the class as are the onsite students.

At what level of education (if any) does on line education fail to reproduce the results of face-to-face, inquiry-based education?

Additional compensation for workload overloads

What is TTU going to do about providing disability accessible online formats? Is it possible to have more training in the new Blackboard 9 platform?

Merit and/or course load for both creation of initial course shell, and then continued instruction with an existing shell.

I'd like to know the university's plans about standardizing distance learning approaches. Standardization is useful, but flexibility is essential as professors experiment with new ways of teaching. I'd hate to see us all stuck in using Bb or some other centrally-determined technology.

In the online survey for what motivates you, I would like a strong statement from the upper administration on teaching credit as well as percent effort for online teaching. Additionally, there is no investment for being innovative and teaching on-line classes towards promotion.

1. Does TTU want to move more programs to online delivery? 2. If a professor teaches 100% online, could the professor opt to hold online office hours and share office space with other online professors (if we like each other!)? 3. Who ensures the online quality of courses?

Students have told me that it's easy to cheat on online assessments.

none

How late in the semester can a student still be enrolled in an online course? With the movement to increase graduate student enrollment, can graduate students be enrolled in a course at any point in the semester regardless of how many weeks/months of the semester they may have missed?

Any chance this new version of Bb 9 will have the notification of assignments, email or calendar events turned on? That was nice in Bb 8. Hot links from calendar to assignments and assessments was also nice.

Are there classes to help? How do I get other faculty members to understand/respect the work?

University support level? IT ?

Why, besides the money, would any university true to its mission consider online courses in the humanities?

I don't think there is standard credit across the university for the very heavy workload involved in developing courses for online delivery. Also, this past summer Blackboard was extremely problematic and difficult, involving untold extra hours of work. No one who didn't go through it would understand the pressure and the extra work entailed.

It is important to clarify whether teaching on line would count the same faculty workload credits as face-to face, and whether faculty can earn the the same amount in summer salary as face-to-face for teaching an online course. It also is critical that faculty be given the resources and support (e.g., release time) to develop the online course for the first time.

Universal access, more interactivity between student groups.

None.

I am concerned about student privacy, evaluation, and the lack of resources needed to create and maintain courses that are high quality and ADA compliant. My experience has been that technology failures and the lack of student and instructor help in these matters have led to student and instructor frustration that impede providing a good experience for students.

I would like to see more facilities for producing professional quality video recordings (eg. multiple HD cameras recording from multiple angles with high quality audio and professional editing)

The team at the TLPDC does a great job providing support - I wish there were a few more of them. It would also be nice to have access to the new apps for tablets and smart phones.

It would be useful to specify the level at which the upper admin would like to see online courses developed -- undergrad, lower division, upper division, master's, etc? If the Dean doesn't provide support, is there other assistance on campus for initial setup of online classes?

None.

My biggest issue is that I've never seen a blackboard course. I've done the training, and I've seen blackboard used for quizzes, but I've never seen an example of a full course, so I don't feel like I know what it can do for me.

not much interest

Would I be penalized if students do poorly. Would I receive the requisite assistance to get the course up and running.

I have many questions. Including: it seems that TTU priorities and strategic plans include expanding distance and online offerings -- but where are the resources that this requires? Massive central resources will need to be available for all departments who want to expand online.

How many online courses could one teach along with traditional face to face courses?

How would it benefit me?

Big ADA issues...we are supposed to be ADA compliant and there is no support for this.

Perhaps not so much a question but rather a concern. We need more tech support for Mac users.

We MUST take care of this issue of additional compensation or release time. It is a paradigm shift that must occur but no one seems to want to address.

Why did TTU switch to Blackboard 9 with such inadequate preparation and resources?

How bad Blackboard is as a course management tool.

Can an online class be held on Blackboard, or does it have to be more formalized? Active, helpful, consistent training,

N/A

Unless every online course came with an experienced, dedicated technology support person (not a mentor) who is immediately available before, during and after each session, I would not be interested in dealing with online teaching.

The movement from BB8 to BB9 was not gone very well. The folks at the TLPDC have worked 24/7 to help faculty. I hope there will be extra compensation for them for all of there efforts. Anita has been awesome!

Specifics as to whether support mentioned in this survey will or will not be available/offered. Limitations concerning student headcount and the necessity of instructor input. There should also be instructional resources that students have access to in order that they are comfortable with the medium.

Who owns the course content once it's created?

I think the single most helpful thing for my deptment would be to have someone come and talk to us as a faculty about the process, requirements, opportunities, etc I would like to know how other experienced on-line instructors organize their courses.

Black board has not worked well. I would like to see other options

How does one maintain interactivity with students in online teaching? I could I physically demonstrate the concept of a chose in action when teaching online??
None.

There is a misperception that teaching on-line means that you can teach many more students. That may be true with some areas, but not in mine where there is much more monitoring and continuous feedback involved. I require more discussions and small assignments that require grading/feedback.

How do we ensure that online courses remain as rigorous as face-to-face courses? Would these replace or supplement (additional teaching load) existing in-person classes?

None.

Credit hours and online pay scale

.

Faculty Workload. Just seems to be Inconsistent messaging -- The university's OP related to workload seems clear (the way it reads: a course buyout the semester before course is delivered; 1.5 times the semester credit hours of the course the semester it is delivered; then equal workload credits from that point forward). How does 'additional compensation' fit into the mix? If faculty accept the additional compensation, I guess that would be 'extra' and not count towards workload?

Primarily the technology issue - the staff in our college try hard to support the program but we still run into technology issues that hinder the learning experience for distance students.

How do you grade homeworks (who made them?) How do you assign tests? How do you evaluate the performance of a student entirely online?

more money

I would like to see the university improve its technological infrastructure, for example, increase the number of IP addresses in the English/Philosophy Bldg. I would like to see online instructors provided with new computer technology for teaching (for example, new computers); I would like to see the university provide improved IT services.

I wonder if an instructor has to have had online teaching experience to try this. In other words, do you have to already have experience before attempting this?

None yet.

I have none at this moment.

How much time does a faculty devotes to their online courses.

I have been teaching online for a number of years but I find that creating new material on my courses is difficult due to lack of time. One lecture takes me roughly 40 hours to create from scratch. I have a full teaching load in addition to administrative responsibilities so I can keeping my courses current to be a challenge. I could benefit greatly from assistance in production as well as education on current changes in distance education.

Whether the workload is more or less comparable to teaching face-to-face

How do I start - how have other language courses do this?

I worry somewhat about ownership of the created content. If my work (such as lecture materials, notes, rubrics, questions, etc) can be used without my permission then I feel that my unique contribution to a classroom setting can taken from me and abused.

I would like to see the assessment process (not just student evaluations) regularized and made much easier for faculty to execute by using online resources. Blackboard may be the tool that can facilitate a process whereby course assessment takes place throughout the semester. We also need to work on program assessment. TracDat could be used more effectively, I think, to provide real program assessment.

Would need more help in how to get one up and running...even tho' I am fairly technically savvy...not quite sure how best to approach. Already use online things for the course....trying to reconfigure the class for online to make it engaging would be the trick.

support in previous semester to take time out of teaching load to prepare an online course

1. Online teaching often involves development of a DVD type course. Who has "intellectual rights" to the material? If I write a book, it is mine. If I develop online teaching, do I own the copyright? 2. If online teaching generates substantially more students, how will this be recognized and I be compensated? Teaching a class of 5-10 vs 20 or more is difficult at the graduate level. How will tests be handled? My courses use tests as a teaching tool. Rarely are there "multiple choice" or "true/false" answers. How does one handle 20 or more short answer tests? This has made many large undergraduate classes little more than "cattle calls" in a lecture hall. In the end, having more students per instructor is an institutional goal from a "bottom line" mentality but I believe this clearly impacts the quality of the education and the interactions of student and professor. How is this going to be handled? 3. How do we handle "office hours?" Again 20+ graduate students seeking clarification impacts a professor's ability to do research, write grants, etc. Other than reaping a windfall of income from distance students paying tuition and fees and in increasing student headcount, does the administration (deans and above) have any interest in distance education degree programs?

It would be helpful if we as an institution clarify our purposes for teaching online. Why don't we step back further, and instead of trying to package the classroom experience for online delivery, consider modularizing courses and degree plans so that students proceed based on individually paced interactions that allow the student to advance in accord with their level of ability. Credit would be more directly earned by demonstrated

skill/knowledge/comprehension/accomplishment, and instruction would be delivered in the mode best suited to the particular learning outcomes for each module. Learning might be more intrinsic and clearly student-centered/ -driven, and instruction might again be seen as a privilege which is sought rather than another commodity to be purchased.

I love teaching online!

Will anything change as a result of this questionnaire, and how can you change the minds of tenured faculty who vote on tenure if they are opposed to online education?

None.

Property rights. Who owns the course that was developed? We have all kinds of plagiarism rules for research but certainly not for teaching. "they" say the content belongs to the university because the effort was a part of the teaching load but the same is true of research. It is done at TTU but the university does not own the research article.

none

We are just beginning to have opportunities for this in our graduate programs. I

would like to see support from university-wide initiatives to continue and grow (e.g., TLPDC).

There needs to be a system in place allowing people to teach online courses above load for extra comp. I don't teach online because we don't have enough faculty for face-to-face courses, let alone online sections.

What is the approval process for making an existing face-to-face course an online course? Is the class size limited?

We have enormously grown our PhD program by going on line and increased the quality of their experience at the same time. With more resources we could continue to grow it. With some new hires, we are OK now in terms in number of faculty; but if we were to continue to grow the program, can we obtain more faculty to support growth. BTW, I love the support my online students receive in terms of access to the library and use of technology (most especially BlackBoard). I can get frustrated, but in general I think we have great physical resources to support our online PhD. We could grow the program even more if out of state tuition were comparable to in-state tuition. As it is, we have students from 15 states. Our campus program doesn't begin to touch that number.

Is it acceptable to teach a online course when I am visiting overseas?

The staff on campus was highly effective at helping me through problems as they arose in my class. Possibly more information on the technologies available would be beneficial, specifically with software assistance on transcribing lectures if hearing impaired students were in the class.

No questions

Given the significant upfront preparation to deliver a quality online course, would the university (college/department) have funds to support initial re-development of courses into an online format?

None

1. Having killed the distance college, are we now serious about doing this right? 2. Have we solved the issue of access and credit for non-TTU students? In the past, our distance classes were competing with our normal classes, rather than attracting additional students

We need to develop some standardized models for the various ways in which we teach to assist faculty with becoming involved with online learning. No one model fits all teaching styles. We also need to be careful about software (i.e., Blackboard) which limit innovation.

I would like to see the pedagogical benefits of teaching online distinguished from the fiscal benefits and a real cost-benefit analysis done with experienced online teachers weighing in. This survey is a good start.

BB 9 is very confusing when trying to run reports. A lot of the tools are useless when they don't work, like the calendar. It is very inconvenient when you have to check every single course if you have email from students instead of just one place to see it. The roster function is absolutely worthless. The radio button is not available when trying to put a video into a learning module, so that is worthless. It seems to take 3-4 clicks to do one task, so very cumbersome.

Specific to chemistry, I am not sure how laboratory classes would be handled.

Books and websites: publishers are moving very rapidly to e-books which is being almost if not totally connected to the publishers' website and, at times, their unbalanced information.

Texas Tech needs to provide more instructional technology support and increase the instructional designers and Blackboard support for faculty at the TLPDC.

How much time will add to prepare the contents for teaching online? Which is the estimated time/student/week when you teach online courses? How many students you will have in your courses?

This survey is designed to elicit positive responses to online teaching. My question is why distribute such a biased survey?

I know that TTUHSC has computer support and Blackboard builders to help faculty teach their classes. You would probably get more people to teach online if you offered this. All people hear about Blackboard is how much time it takes to learn, especially when they are building and teaching course alone. This really discourages people to switch over. It also makes TTUHSC seem like they are more committed to QUALITY online education.

Why don't we use Wimba? Blackboard is not sufficient.

I would like to see the technology simplified.

none

Statistic	Value
Total Responses	115